DOCUMENT RESUME

ED 327 933 EA 022 578

AUTHOR	Tinzmann, Margaret Banker; And Others
TITLE	Schools as Learning Communities. Video Conference 5. Restructuring To Promote Learning in America's Schools, A Guidebook.
INSTITUTION	North Central Regional Educational Lab., Elmhurst, IL.; Public Broadcasting Service, Washington, D.C.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	90
CONTRACT	400-86-0004
NOTE	65p.; For other guidebooks in this nine-volume series, see EA 022 574-582.
AVAILABLE FROM	PBS Video, 1320 Braddock Place, Alexandria, VA 22314 and NCREL, 295 Emroy Ave., Elmhurst, IL 60126.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Community Cooperation; Community Coordination; Community Involvement; Community Role; Elementary Secondary Education; Interactive Video; *School Community Relationship; *School Restructuring; *Teleconferencing

ABSTRACT

Ways in which schools and communities collaborate to create a learning community are described in this fifth guidebook in a series of nine video conferences on school restructuring. Extended school and community roles include enrichment of the learning environment, coordination of a learning support network, and expansion of the community of learners. Also provided are pre- and post-conference activities, a program evaluation, essays and school-based activities highlighting conference topics, information about other video conferences in the series and computer forums, information on course credit, a list of supplementary materials, 37 references and a list of organizations to contact for videos, and a list of 9 regional resources. Biographical information is supplied on the conference presenters. (LMI)

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RESTRUCTURING TO PROMOTE LEARNING IN AMERICA'S SCHOOLS

A GUIDEBOOK

5 Schools As Learning Communities

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EA 022 578

Use of This Guidebook

***Guidebook* Purposes**

1. **Before** the video conference, the ***Guidebook*** provides pre-conference activities.
2. **After** the video conference, the ***Guidebook*** contains a post-conference activity.
3. The essay highlights topics discussed during the video conference. It is followed by two sets of activities: one set relates directly to the essay; the other set is school-based.
4. Finally, this ***Guidebook*** provides information about the remaining video conferences in the series, the computer forums, course credit, and supplementary materials that are available for this professional development program.

Instructions to the Site Facilitator

Pre-Conference Activities
(Allow 30 minutes.)

Before viewing the video conference:

ASK the participants to introduce themselves. If possible, have them form small groups or pairs.

ASK the participants to complete the **Pre-Conference Activities.** These activities are on page 4 and are identified by the hand/pencil symbol. ✍

Post-Conference Activity
(Allow 30 minutes.)

After viewing the video conference:

ASK the participants to complete the **Post-Conference Activity**. This activity is on page 6 and is also marked by the hand/pencil symbol.

ADVISE participants that workshop activities have been included in this ***Guidebook.*** These activities may be completed in schools, state education agencies, or other educational facilities.

Video Conference 5

SCHOOLS AS LEARNING COMMUNITIES

Written by:

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Guidebooks and videotapes of these series may be purchased from:

PBS Video
1320 Braddock Place
Alexandria, VA 22314
(703) 739-5038

Guidebooks and additional information are also available from:

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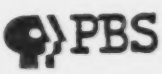
The North Central Regional Educational Laboratory is a nonprofit organization devoted to supporting efforts of the educational community by bridging the gap between research and practice to provide effective instruction for all students. NCREL is primarily funded through the Office of Educational Research and Improvement of the U.S. Department of Education. NCREL and PBS have been presenting national video conferences since 1987.



The PBS Elementary/Secondary Service acquires and distributes high quality, K-12 instructional television programs; provides professional development for educators; delivers electronic and print information services for and about Public Television (PTV) and education; serves as a national advocate for the use of technologies; and tracks developments in national policy for the educational television community.

The PBS Adult Learning Service (ALS) offers college-credit television courses through local partnerships of public television stations and colleges. Since 1981 more than 1,500 colleges, in cooperation with 300 stations, have enrolled over one million students in ALS-distributed courses. In August 1988 ALS launched the PBS Adult Learning Satellite Service (ALSS) as a direct satellite service for higher education, offering a wide variety of programming.

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This publication is based on work sponsored wholly or in part by the Office of Educational Research and Improvement, Department of Education, under Contract Number 400-86-0004. The content of this publication does not necessarily reflect the views of OERI, the Department of Education, or any other agency of the U.S. Government.

Acknowledgments

We give our deepest thanks to the following people who assisted us in our planning. NCREL takes full responsibility for the content of the program.

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NCREL wishes to thank the teachers who have taken time from their busy schedules to participate in the videos.

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Table of Contents

Page

Overview: Professional Development Series 1

Video Conference Activities (for the Site Facilitator: ✍)

Pre-Conference Activities 4
Post-Conference Activity 6

Essay: Schools as Learning Communities

Why Should Schools Be Learning Communities? 8
Where Can Students Learn? 9
Who Supports Students' Learning? 15
Who Are the Students? 20
What Do Learning Communities Have in Common? 26

Essay Activities

Why Should Schools Be Learning Communities? 29
Where Can Students Learn? 31
Who Supports Students' Learning? 32
Who Are the Students? 33
What Do Learning Communities Have in Common? 34

School-Based Activities

Activity 1: Preparing for Change 36
Activity 2: Getting Started 38
Activity 3: Continuing to Grow 39

Additional Information

Program Descriptions 41
Computer Forums 43
Materials 45
Course Credit Information 46
Local Involvement 46

References and Resources

Bibliography 48
Presenters' Biographical Information 51
Regional Resources 54

Order Form 55

Selected Readings ☆

OVERVIEW: PROFESSIONAL DEVELOPMENT SERIES

NCREL's Goal: A Forum on Restructuring Schools

The concept of educational laboratories emerged during the War on Poverty in the 1960s. Education was viewed as crucial to anti-poverty efforts, but the inability of policymakers, researchers, and practitioners to communicate with one another about effective strategies and practices was a significant obstacle to substantial educational improvement. One of the reasons Congress created the laboratories was to promote dialogue about promising practices among these diverse actors. Today there are nine federally funded regional educational laboratories in the country working to help educators and policymakers improve the quality of education by applying research findings to educational practice.

NCREL sees telecommunications as an effective vehicle for creating a forum on restructuring schools that brings together practitioners, policymakers, and researchers so that they can enrich each other's perspectives. Telecommunications can bridge geographic separations and create networks of common stakeholders in restructuring efforts.

However, the satellite transmission itself does not create a forum. How the telecommunications event is structured is a crucial factor in determining the effectiveness of the forum. This professional development series was designed to:

- Focus the movement for restructuring schools on the fundamental issues of schooling: learning, curriculum, instruction, and assessment
- Provide opportunities for participants to interact with researchers, teachers and administrators, and policymakers in a structured thinking process
- Help apply new ideas and develop local expertise
- Promote a broad range of local and electronic networking
- Help educators prepare students to meet the new roles and opportunities of a profoundly changed and changing society
- Provide a framework for organizing what research says about fundamental change

Components of the Professional Development Series

Four components of this professional development series enhance the potential for creating a national forum:

1. Video conferences
2. Computer forums
3. Print materials
4. College credit

See Additional Information, page 41.

Video Conference Titles and Dates (1990)

1. The New Definition of Learning: The First Step for School Reform (February 14)
2. The Thinking Curriculum (March 21)
3. The Collaborative Classroom: Reconnecting Teachers and Learners (April 26)
4. Multidimensional Assessment: Strategies for Schools (May 24)
5. Schools as Learning Communities (June 6)
6. Many Roads to Fundamental Reform: Getting Started (June 20)
7. Many Roads to Fundamental Reform: Continuing to Grow (July 11)
8. The Meaning of Staff Development in the 21st Century (July 25)
9. Reconnecting Students at Risk to the Learning Process (August 8)

Content

The core message of the video series is this: A fundamental restructuring of schools should be driven by a new vision of learning, a vision which transforms all dimensions of schooling. Thus, the first video conference focuses on the new research on learning. The next three video conferences discuss the cognitive and social environments that can be created in classrooms to support meaningful learning. The last five video conferences explore changes that can be made in the social organization of schools to support these classrooms.

VIDEO CONFERENCE ACTIVITIES

Pre-Conference Activities

Post-Conference Activity

11

Pre-Conference Activities

INSTRUCTIONS TO SITE FACILITATOR:

ASK the audience to form groups of 3 to 5 people. GUIDE them through the Pre-Conference Activities.

Activity 1: How have your students been involved in their communities?
(Allow 15 minutes.)

WRITE a sentence or phrase to answer the row and column questions on the chart.

	What did you do?	What was successful about the experience?	What was not successful about the experience?
When was the last time your students learned out in their communities?			
When was the last you worked with a community agency to help your students? (e.g., health-care facility; Rotary Club)			
When was the last time your school provided a learning opportunity for adults or pre-school children in your community?			

Activity 2: What is this video conference about?
(Allow 5 minutes.)

SURVEY the essay, activities, and biographies in this guide to PREDICT what you will learn in this video conference. WRITE your predictions below. SHARE your predictions with a partner or group if possible.

Activity 3: What are your goals for viewing this video conference?
(Allow 5 minutes.)

WRITE your goals for viewing Video Conference 5.

Post-Conference Activity

INSTRUCTIONS TO SITE FACILITATOR:

ASK the audience to form groups of 3 to 5 people. GUIDE them through the Post-Conference Activity.

Activity: How can you and your community expand and enrich learning for all community members?

REVIEW the chart you completed for Pre-Conference Activity 1. USE the ideas you learned in the video conference to expand and enrich the activities you listed in that chart.

	What did you do?	What was successful about the experience?	What was not successful about the experience?
How can you help your students use resources outside your school as a major focus of learning?			
How can you work with community agencies to help your students and their families?			
How can you and your school provide learning opportunities for adults and/or pre-school children in your community?			

Essay

SCHOOLS AS LEARNING COMMUNITIES

Why Should Schools Be Learning Communities?

Where Can Students Learn?

Who Supports Students' Learning?

Who Are the Students?

What Do Learning Communities Have in Common?

Why Should Schools Be Learning Communities?

This teleseries maintains that learning and learners must be the starting point for understanding restructuring. We have defined learning as a constructive process. By constructing, we mean using meaningful, authentic tasks to understand concepts and their relations, solve problems, and make decisions. Individuals learning in this way become knowledgeable, self-determined, strategic, and empathetic learners. In each of the previous programs, this definition of learning has been used as a lens to examine curriculum, instruction, and assessment.

What have we said about learning in restructured schools? First, curricula are thinking curricula with dual agendas that integrate content and process objectives and engage students in real-world tasks. Second, instruction takes place in collaborative classrooms where students take increasing responsibility for setting learning goals, designing learning tasks, and evaluating the progress and outcomes of their work. Third, assessment in restructured schools is multidimensional and provides ongoing feedback for students and teachers.

So far we have been looking inside the restructured school, paying attention to what and how its students learn and to what its staff does to support students' learning. The fifth video conference, "Schools as Learning Communities," broadens our focus to include the community, its role in the school, and the role of the school in the community.

Historically, schools and their communities have had fairly circumscribed roles. The task of the school has been to educate the children of the community. While communities have had a lot to say about policy through school boards, PTAs, and so forth, the primary job of educating has been left to educational professionals. With the exception of community education (see below), schools infrequently have reached out to involve the community or to bring the community into the school. It is almost as if the walls of most schools have been like the fences in Robert Frost's poem. Communities and their schools have been good neighbors who have agreed not to intrude too far into each other's territory.

Does Frost's good neighbor policy work for schools and their communities today? Many schools and communities across America have answered "No." These schools are becoming strongly attached to their communities in innovative and exciting ways, becoming learning communities. Their reasons vary, but include: (1) helping students see links between school and the rest of their lives,
(2) increasing parent and community dedication to their schools,
(3) improving coordination among schools and other social service agencies, and (4) providing stimulating educational opportunities across the lifespan. These schools believe that they and their communities can achieve enhanced education for all citizens, both those "inside" and "outside" the school walls.

The purpose of this essay is to describe some creative ways that schools and communities work together to accomplish these goals. Achieving these goals leads to expanded roles for both communities and schools. These roles fall into three categories:

- **Enriching the learning environment** Roles that expand students' learning environments by incorporating the community as a source of instruction and material for learning
- **Coordinating the support network for learning** Roles that link school and community efforts to provide physical, psychological, and social support systems for students and their parents to operate effectively in learning environments and in communities
- **Expanding the community of learners** Roles that create lifelong learning opportunities for all community members

Where Can Students Learn?

Introduction The heart of a school-as-learning-community is working together to expand and enrich the learning environment of the school's students. This expanded and enriched milieu uses the intellectual and material resources available in the community as sources for learning. The community is regarded as a many-faceted object of study and one more classroom in which students, collaborating with teachers and other community members, pursue the goals of thinking curricula and assess their progress. In short, the surrounding community becomes a place about which and in which students learn with and from the community's members, organizations, institutions, and businesses.

Paul Nachtigal and his colleagues at the Rural Institute of the Mid-continent Regional Educational Laboratory and a number of school districts and their communities have been exploring how a community can become a place where children learn. The key concept guiding their work is the community as an object of study. This means more than field trips into the community and community members giving presentations at the school. Below, Nachtigal describes how a community can become a major focus of curriculum, instruction, and assessment in schools, how the school becomes the home base for students' investigation of their communities, and how both the schools' students and community benefit.

The Enriched Learning Environment

by Paul Nachtigal

Education in an industrial society was a mass production system, defined narrowly, separated by distinct boundaries from what went on in the larger community. The traditional curriculum prepared students either directly or indirectly to find jobs in the industrial labor force which was, for the most part, located in the urban areas of the country. Education in an information society must be more broadly defined. Education for jobs will be just part of a holistic far-reaching curriculum. The boundaries between the process of education and life in the larger community will be much more permeable.

Students will be far more actively engaged with the natural and human world around them, not just in the context of science or social studies, but as fresh subject matter for artistic expression, mathematical analysis, astronomy, history, and for reading and writing. The curriculum will move from the distant and abstract to the immediate and concrete. Students will learn concepts by first studying familiar examples in real life and then moving to the basic principles rather than beginning with small bits of abstract content and moving to more holistic understanding. Outcomes, rather than being defined in narrow behavioral terms, will be more general. They will include, along with the basic academic skills and higher-level thinking skills, social responsibility, political efficacy and civic participation. The possibilities seem limitless.

The idea of using the community as a place for learning builds on significant reform efforts and the philosophy of past programs such as the hands-on science curricula and experiential education that has been a part of many alternative school programs. The University of Colorado's Mountain View Center for Environmental Education promoted the immediate environment of the school as the content for learning. R. W. Colton, former staff member of Mountain View in The Science Program in Small Rural Secondary Schools describes the paradigm shift from a traditional to a thinking curriculum.

"If science is learning facts from a book and carrying out more or less complicated 'experiments' to demonstrate something that is already well-known to the teachers, and perhaps to the students, if science is always a distillation of reality and never the real thing itself, and if scientific disciplines are specialized, distinct areas of knowledge unallied and unalloyed with the other subject areas, then the rural school is at a serious disadvantage."

"If, on the other hand. . . , we look upon science as an exploration of our surroundings, as a method of finding out about things, and as something that, through the medium of technology, has a profound effect on all our lives, then the rural school is at an advantage."

Examples of Expanded Learning Environments

For the past three years, the Rural Institute of the Mid-continent Regional Educational Laboratory has pursued a similar effort in its Rural Schools and Community Development Project under the direction of Paul Nachtigal. Recognizing the symbiotic relationship between the school and the rural community, the Institute initiated a program which uses the community as the focus of study both to improve learning opportunities for students attending rural schools and to contribute to the economic health of rural communities.

In Belle Fourche, South Dakota, journalism students interviewed local business persons with the understanding that the articles, when completed, would be published in the local newspaper. The assignment had a number of important outcomes. First, students acquired interviewing skills, learned about accuracy in information gathering, and learned to turn the interview information into a story. They found writing for a public audience to be much more demanding than writing for the teacher. In addition, they learned the skills and attitudes needed to be an entrepreneur, and they learned about the workings of the local economy, testing whether such a future might be a possibility for them. One by-product was that local businesses received welcome publicity. Because of this assignment, the school decided to discontinue publishing the school newspaper. Journalism students are now "stringers" for the community newspaper, doing real writing about the real world for the larger community.

In Buffalo, South Dakota, students studied community boundaries in Harding County and developed a directory of all existing businesses in the county. They discovered that there were far more businesses than they realized—not only "in town" —every ranch also represented an important economic enterprise, and local citizens could purchase almost anything they needed right there in Harding County. This represented a very different perception from "there is nothing here in Buffalo." The creation of the directory not only helped students learn about collecting information and developing a useful product, but it also provided an important service and opportunity for students to give something back to their community.

In Custer, South Dakota, the high school economics class formed a partnership with the Chamber of Commerce to assist in preparing an FHA loan application. Custer, because of its location and relatively mild climate, was beginning to attract retirees. And, since retirees add dollars to the local economy, providing additional housing might attract even more retired persons and contribute even further to the local economy. As part of data collection, students interviewed senior citizens and other community members. Just visiting the retirees was a real treat for the seniors. Students gained a new appreciation for people with whom they generally have little contact. This was the beginning of an ongoing relationship between the economics class and the Chamber with the class becoming a full-fledged member. The Chamber now holds some of its meetings in the school since it is easier for them to convene there than have the students come downtown.

The company which had the Belle Fourche trash disposal contract requested a newly formed rural development class to help them study whether the company should invest in larger trash collection containers. The study was conducted in preparation for submitting a proposal for a new contract with the city. The students became very invested in the outcome of the proposal and were devastated when the contract went to a lower bidder from a neighboring town. In response to the City Council's action, the students documented the economic impact which the Council's decision would have on Belle Fourche—income from the contract would now leave the community, and employees, who lived in another town, would not spend their money in Belle Fourche. The difference in bids would more than have been made up if the contract had been awarded to the local trash collection company. In spite of attending Council meetings, presenting their case, and writing letters to the editor, the Council was bound by their charter to accept the lowest bid. However, the lessons learned and issues raised helped students understand the governmental process and what really constitutes good stewardship of public funds.

These are just a few examples of how schools can use the community as the focus of study. With just a little imagination one could think of a wide range of activities relating to virtually every content area, activities which lead to an integrated approach to learning, breaking down the artificial boundaries that currently exist between math and science, language arts and social studies, vocational and academic subjects, and the fine and practical arts. Teaching About Energy: A Sourcebook for Teachers (Armstrong, 1986) represents just such an integrated curriculum involving physics, earth science, mathematics, chemistry, biology, economics, social sciences, history, and geography. Consistent with good pedagogy, students learn better when content is directly connected to their own experience and is clearly important to them and their community. Once students learn basic concepts using the local community as the focus of study, they can see how those concepts apply in the global community. For instance, understanding what the gross community product means will help students understand the meaning of the gross national product. Understanding the dollar flow in and out of the local community will make the notion of balance-of-payments at the national level much more meaningful. And as the examples show, expanding the learning environment not only opens up the natural and physical resources for learning but also expands the human resources from whom students can learn.

Implementation Strategies. Expanding and enriching the learning environment for students is a gradual, evolutionary process. Some teachers will be more ready to take the first steps than others. If at all possible, it is best to start with a team of three or four who can provide moral support for each other; an interdisciplinary team provides an opportunity to begin integrating the curriculum across content areas. Since virtually all subjects could be enriched by using the community as a focus of study, it is the attitude and willingness of the teachers, not the courses taught that are important. Teachers and administrators will need to learn new skills and new attitudes as they develop answers to questions such as, "How will I know if students are learning what they are supposed to learn?" "How does one manage a class if they are not all contained within the four walls of the classroom?" "How do I give grades when students are a part of a team doing a community survey?" "What is the liability of the school when students are using the community as an expanded classroom?" Since there are no single answers to these issues, schools may want to seek support from regional laboratories, universities, or other agencies as they work for solutions. A few guidelines are listed below.

- Carefully plan what the students are to learn and how they will go about learning it.
- Start small so both teachers and students can become comfortable with a new way of learning, e.g., developing and conducting a simple survey, identifying and mapping the trees and plants on a given plot of ground, or conducting an inventory of all the businesses on a main street.
- Establish some ground rules about both students and teachers being learners together. That way teachers don't need to have all the answers.
- Keep the community well informed. If students are out studying the community during school hours, the public will want to know why. Activities such as those described earlier make great press.
- Draw on school leadership to set the right climate. Teachers involved will need support without setting them apart from the rest of the faculty. The intent is to bring new participants into the learning community, not to isolate them into separate camps.

Accreditation standards or state policies require that schools operate in a certain way. However, many states have special exemption procedures to allow schools to begin the important task of expanding and enriching the learning environments of their students.

Who Supports Students' Learning?

Introduction

Nachtigal's work shows how schools and communities can increase students' educational opportunities. Some students may not be able to seize these opportunities because of physical, psychological, and social distress in their lives. While causes of student distress vary, the responsibility for alleviating their distress does not. Schools, homes, and communities share the responsibility.

But, when efforts of school staff, parents, and community members and agencies are poorly coordinated, it is difficult to help these students. Some schools have responded to this situation through what we call "learning support networks." A learning support network is an organizational structure through which school staff, parents, and community members and agencies work together to address student needs. While the configuration of the organizational structure and menu of activities varies from network to network, each learning support network provides:

- Communication channels for sharing information about student needs and strategies and resources to address them
- Procedures to develop and implement plans, based on the shared information, that address the needs
- Feedback mechanisms that evaluate the implementations of the action plans
- An outreach program to increase involvement in, and resources available to, the network

Many schools have become hubs of support networks for their students. They coordinate the networks' activities and serve as major focal points of the networks' services to students and their families. Below, Primus Mootry, Project Director for the Corporate/Community Schools of America, describes the hub of a network in a Chicago school.

Schools as the Hub of the Network

by Primus Mootry

In 1988, Corporate Community Schools of America (C/CSA) established its flagship school for 150 children, ages 2 through 8, in the North Lawndale community of Chicago. Its purpose was to become a central force for delivering social and educational services, and to help coordinate frequently fragmented services. Called C/CSA-Chicago, it has applied the idea of a hub in a very innovative way. One of its major goals is to become a force for critical change in public education, a resource for public education. As such, it is a unique school that straddles the line between public and private education.

C/CSA schools are in some important respects like public schools. Students are chosen through a lottery process designed to insure that they represent local public school populations. The school charges no tuition. And it operates under the same cost constraints as public schools. But the school is free in ways that public schools are not. That freedom permits the school to be a laboratory for public education.

C/CSA believes that schools can and must become important centers in children's lives. Children live in families; families live in communities. The texture of family and community life affects the life of a child in school. A school is obligated to do all that it can to help children and their families grow and develop in their personal strengths and competencies as individuals and as members of a community. When families are momentarily or chronically in distress and when their community is also in distress, then the community's key institutions of caring—especially the schools—must go beyond business as usual and find ways of meeting families' needs. The hub of the network is one way to do this.

Resource Exchange Network

The hub is a resource exchange network based on a belief that a community has a range of resources that are often unknown or unavailable to individuals. The school has neither the time nor the resources to provide all the services or do all that is needed. Nor should it even try. The idea of a network is to join resources with each other and with the people who need resources so that help is provided in a timely and effective way. Obviously C/CSA does provide some services, but the larger role is to make connections that do not now exist. Through C/CSA, for example, an individual or a family can find financial assistance, housing, medical and dental care, and so on. In turn, C/CSA helps welfare departments, hospitals, and doctors function more effectively.

Resource exchange networks need not require the exchange of money. I have something you need: You have something I need. We swap. It is after all a very old idea and people do it all the time. For such swapping to happen, people have to get together regularly. What happens is an ongoing conversation in both formal and informal settings. And over time that conversation can provide a powerful sense of community. Thus, C/CSA is not a delivery system. It's a school community where people talk to each other. It uses a different language from the official language of social services. As a community, it's more like a family than a bureaucratic system. Families don't do intake interviews; they talk to one another.

The Hub as a Learning Community. The Corporate Community Schools of America helps connect parents with services they need, but, more importantly, it creates an environment where adults learn how to find and use resources for themselves. For example, the school has a dental care program. Children see a video on how to brush their teeth and are given toothbrushes so that they can brush each day after lunch. A dentist spot-checks children's teeth once a week. The school took children and their families to a local college of dentistry. Through this visit, families learned how to use this valuable community resource.

How the Hub Works

At least three critical components of a hub contribute to its success. These are an effective coordinator, maximum parent involvement, and involvement of community agencies, institutions, and businesses.

1. School Nurse

Phyllis Pelt, the school nurse, is the coordinator of the hub. She splits her day between nursing duties and hub responsibilities which involve conversations with children and parents, institutions, and agencies.

Why is the hub coordinator a nurse? She is valued and trusted in the school and the community, and she can help parents make maximal use of community agencies. Nurses are committed to health, which C/CSA defines very broadly as individual well-being in both mind and body and community well-being, too. And it means prevention as well as response to illness or injury.

To be sure, Phyllis Pelt has all the traditional, important responsibilities of a school nurse. But a bandaged elbow is just a beginning. There are specific times of the day when Pelt just walks around, talking with the kids and observing them—noticing who has a runny nose, who might need a warmer jacket. Caring for children is a first step in building bridges to families. As she gets to know families better, their specific needs that can be met through the hub become clearer. Two examples illustrate the scope of her work.

A parent who lost her apartment had to take her child out of school when she moved to a shelter in a different part of the city. When the school finally located the mother, Pelt asked Bethel New Life to provide temporary housing while the mother looked for more permanent housing. The child came back to school, and the mother later enrolled in the adult GED program. This mother learned that she could talk to the people at the school, that these people and community agencies could help her change her life.

Pelt established a two-pairs-of-glasses system so that children can have glasses replaced in a day or two rather than the months it takes the Illinois Department of Public Aid. The school buys the glasses, and parents pay the school about $5 a week. One pair is kept at school so the child always has a pair to wear.

2. Parent Involvement

Since parents are a critical part of the ongoing conversation in the network, they are drawn into the school in a number of ways. And since the school doesn't advertise itself, it depends on more informal "talk" with parents—through telephone calls, notes pinned to their children's clothes, printed announcements, word of mouth, and when parents and teachers get together to discuss children's progress.

School personnel, usually the nurse, also make home visits. For example, if a child stops coming to school, someone visits the child's home. Through home visits the school often learns that a family may need help that the school can help provide. Home visits are also one key way to dissipate the terrible isolation that pervades many neighborhoods around the school.

The school provides programs such as GED and adult literacy at the school as well as more informal programs such a parent meetings—which parents help plan. One of these is Adult Talk Time, which occurs every six weeks. Topics vary, but always focus on children. Parents seem to make more effort to participate because of this focus on children. Those who need transportation in the morning can ride on the school bus with their children. If parents indicate they cannot attend, Phyllis Pelt calls and tries to work it out so they can.

Volunteer programs involve parents, too. Parents help classroom teachers with routine tasks or help children at lunch time. Or, a teacher may ask a parent to work with a child at home on reading.

3. Participating Agencies

Close to 50 public and private agencies and colleges and universities participate in the network including the Better Boys Foundation—the primary agency in developing C/CSA—The American Red Cross, Bethel New Life, Bobby Wright Comprehensive Community Mental Health Center, Chicago Board of Education, Chicago Department of Human Services, Joyce Fine Arts Academy Training and Employment, Mt. Sinai Hospital, Sears, YMCA, and Parental Stress, Inc. These agencies and corporations may participate in more than one way. Physical education and swimming are offered at the Sears YMCA. And Bethel New Life, a Hub agency, has 15 or 20 different programs in housing, community development, employment, day care, and family services.

Implementation Issues

How does one begin making a school the hub of a network? The first step is to acknowledge the necessity of doing so. The second is to hire or designate someone to be responsible for creating and maintaining the network. As noted above, the school nurse is ideal for this job. One nurse can handle a caseload of about 300 children. (The school's enrollment will soon rise to around 300 children.) In the Chicago public schools today, there are just under 200 nurses for 410,000 students. That means an average caseload of over 2,000 children for every nurse. It would cost about $40 million to limit nurses' caseloads to 300 children in Chicago's public schools! This may be a problem for other communities, too, and is probably the major expense involved in implementing the hub concept. However, schools and agencies such as those identified above may be able to pool their resources to address implementation challenges.

Evaluation of the Hub of the Network

C/CSA is just beginning formal evaluation, but has documented some things, such as benefits of having the nurse-hub coordinator in the school. Parents may be more likely to join the GED program because they already know and trust the nurse from other contexts. Multiple contacts in a variety of contexts can encourage parents to view the school as a community.

Future evaluation plans include looking at simple things such as how many children have been helped since C/CSA was started, for instance, how many children who needed glasses now have them. Other evaluation questions are being formulated. One will address the cost benefit of the program. In general, the hub of a network concept is not expensive because it typically uses resources already in place. An equally important question is the cost of not building the hub of a network into a school. C/CSA believes these costs are staggeringly high.

Who are the Students?

Introduction

In the first two sections, we described two ways schools and communities work together—enriching learning environments and coordinating support networks. In this section, we focus on ways schools and communities can promote learning for all community members.

The case for lifelong learning is a strong one. Knowledge and the ability to learn are the keys to prosperity for ourselves as individuals, our communities, and our country. When a school truly is a learning community, the school and its community work together to promote lifelong learning for all community members. The particulars of how this is accomplished depend on the needs of the young children and adults and the resources the school/ community partnership can bring to bear. Below, Starla Jewell-Kelly, Executive Director of the National Community Education Association, describes and gives examples of the community education approach to expanding the learning community.

Lifelong Learning

by Starla Jewell-Kelly

In today's rapidly changing world, assuming your education is finished at age 18 or 21 is no longer valid. Technological changes in the workplace make this impossible. In order to be job-ready, a worker must continue to learn. Furthermore, because of our shrinking world, provincial attitudes of the past are no longer possible. What happens in Japan affects workers in the United States. And, political changes in the Eastern-bloc countries will have a profound effect on the economy of the United States for which we must be prepared.

Not so long ago, the National Commission on Excellence in Education asserted in A Nation at Risk that "educational reform should focus on creating a Learning Society — a society that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes." Community educators have expressed this goal for almost 50 years.

Lifelong Learning Through the Lens of Community Education

Community Education is a philosophy, an expanded view of public education, that learning is lifelong and that self-help efforts foster human dignity, compassion, and individual pride. It advocates a community process through which citizens, schools, government agencies, and community organizations work together to offer education, recreation, and human services to everyone in the community. Community Education promotes:

- Education programs for learners of all ages, backgrounds, and needs
- Full use of school facilities
- Citizen involvement in community problem solving and decision making
- Use of community resources in the kindergarten-through-12th-grade curriculum
- Partnerships among community agencies to address community needs (Boo & Decker, 1985)

"Lifelong learning means self-directed growth," according to Ronald Gross. Based on the assumption that all humans have a natural curiosity and will seek the information that they need in their lives, it teaches people how to learn in order to become self-directed learners. Community education teaches young children that intellectual curiosity is important and should be satisfied. It teaches adults that they do not need a formal classroom setting or traditional, didactic approaches to learn. It teaches a community that its schools are a resource for all citizens. It teaches the schools that the community is a resource that can be brought into the classroom to enrich the traditional program.

Education is the ongoing learning that occurs when a person experiences new situations or people or engages in self-directed learning to learn a new skill or a new way of thinking about things. A self-directed learner knows a variety of ways to seek the information needed to learn something—in a library, a class, or through working with a master of the subject.

The Scope of Community Education. In schools with community education programs, lifelong learning is an ongoing commitment, and the school is a learning community. Educational experiences are planned to meet the needs of the local community. They may include classes such as computer literacy, adult basic education, tax preparation, parenting skills, or forums for discussion of national issues. They may also include activities that address health concerns such as aerobics, volleyball, nutritional counseling; and programs for the aging such as retirement planning, job-finders for the retired, foster grandparents programs, and so on.

Community education may also involve a school-business partnership in an effort to provide the resources of the business world to students. A business may give its employees time off to tutor students, or it may provide equipment for students. A school may reciprocate by providing the school's resources to the business for educational programs such as wellness programs.

Implementation of Community Education

1. Conditions

Commitments from various citizens and professionals are critical to the success of community education. A key commitment is to the opening up of the schools. School professionals must assure the community that they want to open their schools to the public, and the public must assure the schools that they do indeed want open schools. Specific commitments are:

- Community policymakers (school and non-school; elected and non-elected) must endorse community education.
- Community leaders and citizens must support community education.
- Professional educators must want schools to serve the total community and must be willing to involve citizens in a variety of ways.
- A process must be established for identifying community needs and mobilizing of community resources to meet those needs. (Boo & Decker, 1985)

2. Process

After the above conditions are met, the school district establishes a community advisory council to assist the schools in the development of the program. They help with the ongoing needs assessment of the community and advise the community education coordinator when that person is hired. The second step, then, is to hire a coordinator. Since this person will be the key to the program's success, she or he should have training in the philosophy and concept of community education, process facilitation, educational programming, administrative skills, and should also understand the local community.

Once the coordinator and advisory council are in place, the next step is to conduct a needs assessment of the community. This assessment will largely determine the program to be offered. It may indicate, for example, that the community needs retraining for workers who recently have been laid off and also needs an enrichment program for school-aged children. It may also indicate a need for after-school child care, enrichment classes for adults (e.g., foreign languages, Adult Basic Education, English as a Second Language, art classes). Thus, community educators do not advocate specific curriculum (although they may suggest "hot" programs such as early childhood education), but offer curriculum based on community needs.

After the needs assessment has been analyzed, the coordinator first checks whether other agencies are attempting to meet these needs. If not, he or she may be able to help the other agencies meet them. The coordinator may develop interagency cooperative agreements that combine the resources of several agencies and thus, in many instances, prevent overlap or duplication of services. If no other agencies are available, the coordinator hires staff to meet the needs.

3. Financing Community Education

After gaining support of key people, a key implementation issue is financial. The community education program is often viewed as an add-on program. It is not required by most state laws. It costs extra dollars to hire coordinators of the programs, and it can increase the maintenance budget of the buildings. Classes can be self-supporting, but the administration of the classes will cost additional dollars. Some states, such as Minnesota and Florida, have state money to support programs. Other states use only local tax dollars. In some districts, such as in Portland, Oregon, the community education program is supported through the joint efforts of a city, the school district, and, in some instances, a park and recreation district. But since lifelong learning is no longer a luxury in our changing world, the cost of community education is negligible if we consider the costs of not providing lifelong learning opportunities to our citizens.

Examples of Lifelong Learning in Different Contexts

As noted above, the coordinator brings together the resources of the community, for example, social services at the school site, early childhood education programs, and parenting skills training. This person may also facilitate before- and after-school care for latchkey children, or may provide enrichment opportunities for talented and gifted children. Community resources may be participants in a business partnership program or other community members who have expertise in a field of interest to students (e.g., art, music, computers, engineering, or science). The examples described below illustrate the diversity of community education in meeting lifelong learning needs.

1. Young Learners

Minnesota has 300 school districts that run early childhood and family education programs through their community education programs. These programs offer information and support to parents and quality early childhood education to their young children. For example, in Wayzata, Minnesota, two elementary schools, Plymouth Creek and Gleason Lake, offer Early Childhood Family Education (ECFE) programs. Located in the school, the ECFE program is designed for parents and children from birth to kindergarten. Its premise is that the years before formal school are the most important in children's development; that their critical needs for security, a positive self-image, and unconditional love shape a child's future early in life. The home is the child's first learning environment, and parents are the primary and most influential teachers. Therefore, ECFE classes provide parents with information and ideas that support and strengthen the growth and development of their children.

Parents and children participate in weekly activities that encourage strong parent and child interaction. Sessions are held during the day, in the evening, and on weekends to fit almost every schedule. The class begins with discovery. Parents and children discover new things together—in games, as they use equipment for large-muscle development, through painting and reading, and much more.

Next, a licensed parent educator leads a parent discussion. If the children are very young, the discussion is held in the children's room. If the children are older, they may remain in the children's room with their teachers while the parents move to a family room near by. While parents investigate aspects of child development and family life, the children learn about music, art, science, or creative drama—or simply have a snack.

2. Adult Learners

Adult learners in Salem, Oregon, use resources of both the school district (Salem-Keizer Public Schools) and the community college (Chemeketa Community College). After conducting a needs assessment, the community education coordinator will know the educational needs of adults in the community and can program classes and activities to meet those needs. These may include classes in Adult Basic Education, preparation classes for the General Educational Development (GED), English as a Second Language; classes that teach specific skills such as typing, word processing, auto mechanics, foreign languages; or classes that offer coping skills such as Single Parenting, Creative Divorce, Parent Effectiveness Training, Stress Management, or Assertiveness Training. Some classes are also first- or second-year college courses in math, science, social science, psychology, and so forth. Still other classes and programs are targeted for senior citizens—senior aerobics, retirement planning, meals for one, and the like.

Evaluating Community Education Programs

Currently, there is no national effort to evaluate community education programs. This is understandable, given the diversity of programs across the country and the fact that such programs are based on individual community needs. Although a few states conduct statewide evaluations, most evaluation is done locally.

Local evaluation includes simple counts such as the number of community members who participate in the program. It also includes evaluation of each class, usually by the participants, at the end of a class or a program. Staff are usually evaluated in the same fashion that traditional school staff are evaluated. The coordinator conducts ongoing formative evaluation to determine program changes that should be made. Community needs assessments, too, provide valuable evaluation data because community education programs must respond to changed, expanded, or diminished community needs.

Building a learning community takes vision, commitment, and time. As Bill Kendrick, Superintendent of the Seattle, Washington, Schools said, "What makes community education work is the commitment to the idea that public schools belong to the community for lifelong learning. An immediate benefit is an increase in public interest and public support for the schools' major mission of educating children." We add that a long-term benefit is increased learning across the lifespan.

What Do Learning Communities Have in Common?

The vision that has directed our discussion in all ***Guidebooks*** is one of students engaged in authentic learning. This ***Guidebook*** has gone beyond ordinary ideas about who are students, possibilities for learning tasks, and contexts for learning. We suggest that these new visions support, and indeed are natural outcomes of, a new vision of learning.

Students

All three examples in this ***Guidebook*** illustrate new school-community connections that treat the concept of "student" more broadly than has been the case historically. As Starla Jewell-Kelly noted, community educators have long recognized the need for learning across the whole life span. Community educators regard all members of a community as potential, self-directed learners. Mootry pointed out that the Hub-of-the-Network school seeks not only to connect students and parents to community resources, but also to give them power over their own lives. This power is gained through traditional learning situations, such as GED and literacy classes, but also in creative ways, such as parents learning effective and independent use of community resources. Finally, Nachtigal shows that both traditional age students and community members have new insights when they grapple with real-world issues around them.

Learning Tasks

Authentic learning is not limited to traditional academics but involves a student's whole world (including academics, of course). Nachtigal describes abundant learning opportunities available to students in their own communities. These opportunities are not merely add-ons to "regular" classroom tasks, but in many cases become an underpinning for more formal classroom learning. This can happen in part because, unlike some neatly packaged school materials and curricula, the community provides many natural opportunities for problem solving and decision making. The C/CSA Hub-of-the-Network school, described by Primus Mootry, also centers on difficult, real-world problems, but in a different way. The heart of the Hub is not academic learning for its own sake (although GED and similar programs involve academics), but building a bridge between students and parents and community resources. But, rather than simply making these connections for students and their families, it empowers children and parents through personal problem solving and decision making so that they can eventually cross the bridge themselves. The Hub also frees community agencies and institutions to meet families on this bridge. Finally, a highlight of community education programs is that people choose learning tasks freely for themselves. Community educators, insistence on community needs assessments epitomizes this.

Contexts

All three illustrations exemplify expanded contexts for learning. Traditional age students learn in their communities; families learn about and thus gain power in their communities; and finally, community members of all ages can take advantage of educational opportunities in school contexts.

Everybody Wins

A broader view of students, learning tasks, and contexts for learning seem to lead, in our view, to a no-lose situation for students, schools, and communities. The examples illustrate that schools and communities can indeed work together to enhance the education of all citizens, both those "inside" and "outside" the school walls. Students win because they can see links between school and the rest of their lives. Parents win when they can enjoy participatory relationships both with the school and the community. The community wins when it can more effectively provide services to the school, when it serves as a learning environment for its students, and when all community members can enhance their own educational growth.

Process

Finally, all three approaches demonstrate that creating and maintaining a school that is a learning community is not ad hoc. Implementation requires the cooperation and commitment of many people in both the school and the community. Financing these programs may also present a problem, although, compared to other restructuring programs, costs seem relatively low. Indeed, the expense in implementing programs such as these is minimal compared to the cost of not doing so. Although we cannot deal with all implementation issues here, we summarize five rules of thumb for guiding these processes.

- The school and its community believe that resources for learning can be expanded and the school can become a force for using those learning resources.
- The community and school share a vision of the school as a learning community and are committed to, and involved in, its realization.
- The vision and its realization match the learning priorities and needs of students and community members to the learning resources of the school and community.
- While responsibilities for the process are broadly shared among school staff and community members, individual or small group leadership is vital.
- Creating and maintaining a school as a learning community has human, material, and financial costs but need not be costly. In fact, the costs are minuscule compared to the human costs of foregoing the process.

ESSAY ACTIVITIES

Why Should Schools Be Learning Communities?

Where Can Students Learn? (Paul Nachitigal)

Who Supports Students' Learning? (Primus Mootry)

Who Are the Students? (Starla Jewell-Kelly)

What Do Learning Communities Have in Common?

Why Should Schools Be Learning Communities?

Activity: Does your vision of learning include the whole community?

This activity can be done with a group of teachers, administrators, students, and community members. THINK of your vision of learning from previous ***Guidebooks***. WRITE it below. LIST ways your vision of learning addresses the following questions.

Your vision of learning:

1. Does your vision of learning help students see links between school and the rest of their lives? Explain.

2. Does your vision of learning include the parents and the larger community so that they are highly committed to your schools? Explain.

3. Does your vision of learning recognize and provide for the potential contributions of community agencies, institutions, and businesses? Explain.

4. Does your vision of learning recognize the importance of learning across the lifespan? Explain.

Where Can Students Learn? (Paul Nachitigal)

Activity: How can your school and your community provide an expanded learning environment?

This activity can be done with a group of teachers, administrators, students, and community members. REVIEW a unit of instruction you developed in a previous ***Guidebook*** or SELECT a unit you have already taught. LIST the goals of your unit. Then CREATE activities and projects students can do in their community to help them realize these goals and, at the same time, provide a service to their community.

unit goals	community projects	how help students?	how help community?

Who Supports Students' Learning? (Primus Mootry)

Activity: In what ways can your school be a Hub to provide support services for your students and their families?

This activity can be done with a group of teachers, administrators, students, and community members. BRAINSTORM and LIST below some general needs your students and their families have that might interfere with their successful functioning at school (for example, high absenteeism, poor access to medical care). Examples are given below. Then IDENTIFY and LIST resources in your community for fulfilling those needs.

	students and their families' needs	community resources
economic needs		
counseling		
medical services		
transportation		
child-care facilities		
other:		

Who Are the Students? (Starla Jewell-Kelly)

Activity: What opportunities for lifelong learning can you and your students offer to community members?

This activity can be done with a group of teachers, administrators, students, and community members. BRAINSTORM the talents, abilities, skills, and areas of expertise that you and your students have that would provide valuable learning experiences for members of your community. LIST them below. IDENTIFY which community members would benefit from them. Then, OUTLINE a plan for a class, activity, or other experience to share your and your students' contributions.

	What can you contribute?	What can your students contribute?
community members who would benefit		
plan for sharing		

What Do Learning Communities Have in Common?

Activity: How can the ideas in this essay benefit your whole community?

This activity can be done with a group of teachers, administrators, students, and community members. BRAINSTORM the benefits to your school, your students, and your community if you apply the ideas in this essay.

benefits of an expanded concept of "student":

benefits of expanded learning tasks:

benefits of expanded contexts:

SCHOOL-BASED ACTIVITIES

Activity 1: Preparing for Change

Activity 2: Getting Started

Activity 3: Continuing to Grow

Note: The activities in this section are sequenced to address different levels of involvement in the restructuring process. Begin by selecting the activities best suited to your school.

Activity 1: Preparing for Change

This activity should be done with a group of teachers, administrators, students, and community members, if possible.

PART A: What needs of your school and community can be met through an expanded learning environment?

SURVEY the needs of your school and community. Example categories of information to survey are given below. Then SET your GOALS for ways to address these needs. Goal setting should involve both school and community members.

Possible school needs:

- Community settings where students can enrich their learning
- Knowledge and use of community resources that can help students and their families (e.g., housing authority, welfare agency, medical clinics, child-care agencies, parenting classes)
- Resources for child care, student enrichment, etc. that can be provided within the school

Possible community needs:

- Student participation in the activities of business, government, and other community institutions
- Communication networks to enable community members to benefit from available resources
- Learning and recreational opportunities for pre-school children and adults

School and community goals for expanded learning environments:

PART B: What resources, contributions, and leaders are available in your school and community to meet needs for an expanded learning environment?

SUMMARIZE in an INVENTORY: 1) school and community resources and contributions for meeting your needs and goals, 2) people in the community and school who can provide leadership, 3) outside resources you may need, and 4) challenges to address.

	needs and goals	challenges to address
community resources and contributions		
community leaders (volunteers and professional)		
school resources and contributions		
school leaders (students, teachers, administrators, parents, volunteers)		
outside resources (e.g., university, regional laboratory; resources from other communities who have developed expanded learning communities)		

Activity 2: Getting Started

How will you implement your ideas for a learning community?

DEVELOP a plan and IMPLEMENT your goals for a learning community. Planning should be conducted by the leaders you identified in the **Preparing for Change** activity (teachers, administrators, students, community members, outside resources). USE the outline below or develop your own plan.

school/
community
goals

development teams/task
forces to carry out your goals

(Examples: program; finance; coordination of resources; evaluation)

activities and projects

(Example categories: communication with larger community (e.g., newsletter, community meetings, advertisements, news articles); opportunities for students to learn in the community; services students can provide to the community; student and family use of community resources to solve problems; opportunities for lifelong learning; community needs assessments; evaluation)

responsible
person/team

target
dates(s)

Activity 3: Continuing to Grow

How can you evaluate your efforts to establish a learning community?

Your evaluation team should conduct this activity with other leaders and participants in the learning community. Do an environmental scanning and a community needs assessment to EVALUATE your programs, resources, people, and dialogue with the larger community. SUMMARIZE your evaluation and future goals/plans below.

present future

programs:

What is working?

What should be added?

What should be deleted?

What should be kept but changed/updated?

What programs will you need in the future?

resources:

What resources are adequately used

What resources do you need that are not available? (e.g., temporary shelter)

What resources are no longer available? (e.g., industry moved)

What resources are inadequately used?

What resources will you need in the future?

47

	present	future
people:		
Do you have enough people to carry out your programs?		
Are professional staff competent?		
dialogue with the larger community:		
Are community members adequately informed of programs?		
Do community members participate?		
Are you responsive to community needs?		

ADDITIONAL INFORMATION

Program Descriptions

1. The New Definition of Learning: The First Step for School Reform - The point of departure in thinking about restructuring is to consider a new definition of learning based on recent research in cognitive sciences, philosophy, and multicultural education. Positive attitudes toward learning, toward oneself, and toward others; a strategic approach to learning; and self-regulated learning are key goals emerging from this research. While these perspectives build on earlier approaches to active learning, they are "new" in contrast to traditional models of schooling. Also, it is especially important in our changing and changed society to promote meaningful learning among all students. The vision of meaningful learning developed for a restructured school will determine the curriculum objectives, classroom instruction, assessment, and the social organization of the school.

2. The Thinking Curriculum - If students are to engage in meaningful learning, numerous curricular issues must be addressed. A dual agenda must be implemented focusing both on enriched content and expanded notions of higher order thinking. Otherwise, students will learn isolated skills and facts as ends in themselves. If schools are to become communities of scholars, collaborative learning and the interpersonal skills needed to support it must become part of the curriculum. Activities to develop self-regulated learning and motivation must become part of the curriculum for students of all ages and abilities, but especially for students at risk and younger students. Finally, higher-order thinking and reasoning must pervade the curriculum from K-12.

3. The Collaborative Classroom: Reconnecting Teachers and Learners - If there are profound changes implied from the new definition of learning for what students learn, there are equally serious consequences for the roles of teachers in the classroom. Teachers will need to facilitate, mediate, model, guide, assist, share, listen, and adjust the amount of support provided. Moreover, many teachers will need to develop strategies for teaching diverse students within heterogeneous classrooms.

4. Multidimensional Assessment: Strategies for Schools - If the curriculum is to change, the current debate over the usefulness, or uselessness, of standardized tests is likely to be intensified. It makes little sense to redesign curricula to teach for understanding and reflection when the main assessment instruments in schools measure only the assimilation of isolated facts and effective performance of rote skills. Alternative assessment methods must be developed to evaluate and increase the capacity of learners to engage in higher order thinking, to be aware of the learning strategies they use, and to employ multiple intelligences. Alternative modes of assessment are valuable both to students in promoting their development and to teachers in increasing the effectiveness of their instruction.

5. Schools as Learning Communities - In schools that are learning communities, students' learning and teachers' instruction use the community and its resources. In addition, the schools promote learning as a lifelong activity for all citizens. As a result, community members increasingly spend more time in schools to learn, provide support services such as tutoring and teaching, and participate in school life. More and more, schools of the future will be places where administrators and teachers learn and work collaboratively. Schools as learning communities may also mean working with local businesses and agencies to provide increased support services to help students and their families become better learners.

6. Many Roads to Fundamental Reform in Schools: Getting Started - Teachers and administrators who form learning communities reflect as a group on schooling and learning—they probe their assumptions about learning, they debate what they see as essential in the educational experience, and they build consensus on what vision of learning will undergird their school's mission. Initiating a broad-based dialogue comparing learning that should occur to learning that is actually occurring is a first step in getting started. A broad-based dialogue includes community members, parents, teachers, administrators, and students. In furthering the dialogue, participants should pursue the implications of their new definition of learning for all dimensions of schooling—curriculum, instruction, assessment, school organization, and community relations.

7. Many Roads to Fundamental Reform in Schools: Continuing to Grow - If all participants in this school community are successful learners, then they know that the process of learning is ongoing and iterative. They know that schooling and learning are driving concepts that must be repeatedly developed in their meaning. Participants are continually learning and re-learning what the mission of the school is, what the vision of learning should be, how to realize this vision, and the many subtle ways the vision is impeded by organizational and attitudinal constraints. Formative evaluation of the restructuring process becomes "business as usual" for the school.

8. The Meaning of Staff Development in the 21st Century - Traditional roles of staff development for teachers and principals focusing on one-shot events are as outdated as traditional models of learning. Therefore, a major task of the restructuring movement is to align models of staff development with new visions of learning to allow teachers and administrators to plan together sustained, high-quality staff development programs. Video Conference 8 focuses on developing new roles for teachers and administrators based on research on expert teaching and staff development.

9. Reconnecting Students at Risk to the Learning Process - New visions of learning suggest that students who are academically at risk have been largely disconnected from the process of learning by segregation into poorly coordinated and impoverished remedial programs emphasizing drill on isolated skills. Research indicates that such students can be reconnected to the learning process by training regular classroom teachers to use teaching/learning strategies which are successful for students in heterogeneous classrooms and by providing them with dynamic assessments and highly enriched learning environments. Video Conference 9 highlights successful programs.

Computer Forums

Much of the value and excitement of participating in this video series arises from the opportunity to interact with presenters and share in the national dialogue on restructuring. Indeed, this dialogue is a primary goal of this professional development series. Yet, there is only so much time available to engage in such dialogue during each video conference. To participate in the continuing dialogue after each video conference, viewers can access LEARNING LINK, a computer conferencing system.

This system was developed for public television to increase the impact of distance learning. Using this system, members can:

- **Ask presenters questions** for one month after each video conference
- Talk to each other to **share experiences**, help solve problems, learn about resources, and ask for assistance
- Participate in "**discussion groups**" organized around specific topics such as the thinking curriculum
- **Access calendars** for events related to restructuring and teaching for thinking and understanding
- **Access new information** pertinent to the video series such as news items, alerts, and announcements of new publications
- **Search** user's communications for information and commentary on specific topics such as assessment
- **Survey** what others think about a given issue
- **Access large documents** that NCREL enters into the system (for example, articles and annotated bibliographies)
- **Exchange strategic plans** with others

Who Will Be Available to Address Questions and Comments?

NCREL and PBS have asked the presenters if they, or their staff, can be available for approximately one month after each video conference to answer additional questions. While we do not expect that all of the presenters will be available, we anticipate that there will be some from each conference in the series. A full-time conference moderator will be available from Indiana University at Bloomington. This person will be able to answer questions pertaining to all aspects of restructuring as well as to respond to technical questions and facilitate conference dialogue.

What Do I Need To Use LEARNING LINK?

All you need to apply is a microcomputer (any brand), a modem, and telecommunications software such as Apple Access 2, Apple Works, Procomm, or Red Ryder.

How Much Does LEARNING LINK Cost?

Regular account membership is $189.00 for 20 hours of access to the system. However, **DataAmerica** and **IBM** have partially underwritten the cost. The first 2,500 people to register will pay only $95.00 for 15 hours. Of these special $95.00 memberships, 1,500 will be reserved for persons in the NCREL region. Memberships will be processed on a first-come, first-served basis. For information,

phone:	or write:
Erica Marks	IntroLink
IntroLink	Learning Link National Consortium
(212) 560-6868	356 W. 58th St.
9:30-5:30 EST	New York, NY 10019

Note 1: While there may be nominal local connect charges, there will be no additional fees for long distance usage for hours of service purchased. This is true whether you pay $189.00 for 20 hours or $95.00 for 15 hours.

Note 2: Members currently using LEARNING LINK service do not need to apply. They are already eligible to participate in the service for this video series through their local LEARNING LINK system. For information, watch for announcements in your bulletin boards.

Remember: You must already have a microcomputer, a modem, and telecommunications software in order to access LEARNING LINK.

Materials

Video Conference **Guidebooks** include pre- and post-conference activities as well as other activities for various workshops. Activities are customized for different levels of knowledge. Some activities are introductory; others are more advanced. Each downlink site will receive one camera-ready master copy free of charge for local reproduction as part of the licensing arrangement.

Selected Readings include reprints of various articles and other information for each video conference. We have created a flyer, including an order form, for you to distribute. This form can be found at the end of this book. Two volumes of **Selected Readings** will be available for $15.00 each (plus shipping) from:

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Course Credit Information

In the NCREL region (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin), the National College of Education will offer two graduate hours of credit to:

- Groups of students using an approved on-site facilitator
- Individuals employing instructional services by telephone

For more information about credit in the NCREL region, please call Sonja Clary, Associate Dean for Off-Campus Programs, (708) 475-1100, ext. 2335.

In the fall of 1990, PBS Adult Learning Service will offer Restructuring to Promote Learning in America's Schools as a telecourse. For information, please call (800) 257-2578.

Local Involvement

Inside the NCREL Region

NCREL has identified local teams from each of its seven states to assist in implementing the video series. Teams include people in these areas: media, staff development, curriculum and instruction, and rural and urban education. Each team has developed its own implementation plan. Local PBS stations throughout the region will also be a part of the local outreach.

Outside the NCREL Region

You may want to generate activities similar to those in the NCREL region. Some suggestions:

- Your school or agency can provide immediate commentary and analysis at the local site after each video conference.
- Local colleges or universities may use the series as part of course requirements.
- State education agencies and/or other qualified agencies may provide continuing education credits, or equivalent, for participation in the series.
- Local and state education agencies may provide Leadership/Management Academy Workshops, study groups, and/or other workshops using the video series.
- Your school may provide school credits/career advancement for participation.

REFERENCES AND RESOURCES

Bibliography

Video Sources

Presenters' Biographical Information

Regional Resources

55

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Throughout the past few years, NCREL has been in contact with a number of organizations that focus efforts on strengthening home-school-community partnerships. Many of these organizations provide print and video materials as well as technical assistance.

Family Resource Coalition
Suite 1625
230 North Michigan Avenue
Chicago, IL 60601
(312) 726-4750

Home and School Institute
1201 16th Street, NW
Washington, DC 20036
(202) 466-3633

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

National Association of Partners in Education
601 Wythe Street, Suite 200
Alexandria, Va 22314
(703) 836-4880

National Coalition for Parent Involvement in Education
National Education Association
1201 16th Street, N.W.
Washington, DC 20036
(202) 822-7015

National Committee for Citizens in Education
10840 Little Patuxent Parkway, Suite 301
Columbia, MD 21044-3199
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National PTA
700 N. Rush St.
Chicago, IL 60611-2571
(312) 787-0977

National Community Education Association
801 North Fairfax Street, Suite 209
Alexandria, VA 22314
(703) 683-6232

Partnerships in Education
1132 Gershwin Drive
Largo, FL 34641
(812) 536-5454

School-Age Child Care Project
Center for Research on Women
Wellesley College
Wellesley, MA 02181
(617) 431-1453

School Age NOTES
P. O. Box 120674
Nashville, TN 37212
(615) 292-4957

Presenters' Biographical Information

James Doolittle

James Doolittle is a native of South Dakota. Most of his professional career in education and other work experiences have been in rural communities of western South Dakota. His elementary and secondary education occurred in a small, rural school district of approximately 350 students in grades K-12. Higher education degrees were earned at Black Hills State University. Mr. Doolittle has been a classroom teacher at both junior and senior high levels, a secondary principal and a superintendent of schools. Additional educational experiences have included experience as a director of an educational cooperative or consortium that served several school districts and an assistant director of an educational cooperative that engages in a variety of economic development activities. In the later position, he coordinated a project titled *Rural Schools and Community Development* for Mid-continental Regional Educational Laboratory (McREL). He also recently served as a director of an economic development corporation serving seven small communities in the Black Hills region of South Dakota. He currently is a superintendent of schools in Belle Fourche, South Dakota.

Starla Jewell-Kelly

Starla Jewell-Kelly, former executive to the Oregon State Board of Education, has been the executive director of the National Community Education Association, Alexandria, Virginia, since January 1989. A former teacher at the elementary, secondary, undergraduate, and adult education levels, she was the Community Education Director at Umpqua (Oregon) Community College and Assistant Director of Continuing Education at Southern Oregon State College before going to the Oregon Department of Education in 1980 as State Director of Community Education. In 1984, she became State Director of Community College Planning and Administrative Services. She was appointed executive to the State Board of Education in 1987. She earned her bachelor's and master's degrees in education at the University of Oregon and is now a doctoral candidate in human and organizational systems at the Fielding Institute, Santa Barbara, California.

Primus J. Mootry

A native of Nashville, Tennessee, Primus J. Mootry grew up in the disadvantaged North Lawndale section of Chicago. During his teenage years, Mr. Mootry was a member of the Better Boys Foundation (BBF) where he now serves as Executive Vice President. Over the years, in varying staff capacities with BBF, Mr. Mootry has designed educational and juvenile delinquency treatment and prevention programs that have benefited thousands of young people. He also plays a leadership role in the corporate, foundation, and promotional fundraising that has raised millions of dollars to support the work of the agency. In addition to his fundraising and overall management functions with BBF, Mr. Mootry is a co-founder and project director for the Corporate/Community Schools of America (C/CSA). As director, he coordinated the four-year planning and organizing effort which has led to corporate contributions in excess of two million dollars and the establishment of the C/CSA flagship school in North Lawndale. This unprecedented tuition-free, model elementary school is the first in a planned series to be established by major corporations in inner-city communities throughout the country. Throughout his 22-year professional career, Mr. Mootry has been involved in education and the helping professions. He is a former public school teacher, for three years directed a major community center in Anderson, Indiana, and he also served for two years at the American Bar Association as its director of corporate relations.

Paul M. Nachtigal

Paul Nachtigal is Co-Director of the Rural Institute, Mid-continent Regional Educational Laboratory. The Laboratory serves the states of Colorado, Kansas, Missouri, Nebraska, North and South Dakota, and Wyoming. Prior to joining the Lab in 1980, he was with the Education Commission of the States where he directed a national study of efforts to improve rural education, a study published under the title *Rural Education: In Search of a Better Way*. Other professional responsibilities have included nine years with the Ford Foundation monitoring and evaluating school improvement programs, seven years as a rural school superintendent, and four years with the Colorado State Department of Education. Recent counsulting assignments include work for the Lilly Endowment, the Public Education Fund, the National Governors' Association, and the National Conference of State Legislatures.

Phyllis Pelt

Phyllis Pelt grew up in Chicago in Woodlawn, a community similar in many ways to the one in which she is presently working in. She became a registered nurse in 1967, shortly after graduating from the University of Illinois College of Nursing. Although she has worked as a professional nurse in intensive care, coronary care, recovery room, obstetrical and gynecological units, she has always focused her nursing on disease prevention and general wellness. Ms. Pelt has worked with parent-teacher associations at the elementary and high school levels, parent support group of Inroads Chicago; the American Red Cross; Illinois Association of School Nurses; Bellwood, Illinois, Elementary School District serving 2700 students in seven buildings and Oak Park Elementary Schools serving 700 students in two buildings. She accepted the position of HUB coordinator and school nurse for Corporate/Community Schools of America (C/CSA) in October 1988 because it was an opportunity to develop and implement a school health program that could help eliminate temporary barriers to learning and to implement primary prevention programs that focus on health and wellness for the child and the child's family.

Regional Resources

1. Jane Hange, Director
   Classroom Instruction Program
   Appalachia Educational Laboratory
   1031 Quarrier Street
   P.O. Box 1348
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2. Stanley Chow
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3. Larry Hutchins, Executive Director
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4. Beau Fly Jones, Program Director
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5. Janet M. Phlegar
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6. Rex W. Hagans
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   Research Triangle Park, NC 27709
   (919) 549-8216

8. Preston Kronkosky, Executive Director
   Southwest Educational Development Laboratory
   211 East Seventh Street
   Austin, TX 78701
   (512) 476-6861

9. John E. Hopkins, Executive Director
   Research for Better Schools, Inc.
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62

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